Name: Rachel Fischhoff Grade: 5 Date: May 3, 2012

Using the Lingo of Experts Day Two

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| Lesson Sources: Navigating Nonfiction, XV |
| Lesson Objectives: Students will identify and record some of the expert lingo they have come across in their research |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: recording strategies—notecards, in notebooks, etc? |
| Prior Knowledge and Skills Needed: background in expert research topic |
| Key/New Vocabulary: |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Readers, yesterday we thought about the expert lingo we use all the time in our everyday lives—whether it’s related to sports, a hobby, religion, our culture… | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**  Today, you will work to collect some of the expert lingo you have been finding in your weather/natural disaster research.  As I researched blizzards, I came across some expert terminology.  Visibility  Whiteout  Snowdrift  I can record these in my notebook with their definitions. It helps to draw a picture or write my own definition. I’m creating my own wordbank to support my thinking, writitng, and speaking about blizzards. | * Active listening | * Active listening |
|  | **3. Have-A-Go (optional)**  Now it’s your turn. In your notebook, create a word bank of 2-3 words from your weather topic. Include the word, your own definition, and a quick illustration.  When you are ready, turn and share your expert lingo with a partner. | How will students be actively involved?  By:   * Practicing the mini-lesson * Partner Talk | * conferring |
|  | **4. The Link**  Readers, using expert lingo doesn’t just help us read and write—it helps us think! Words are labels for concepts and ideas and when we learn and use new words, we are able to think about new ideas.  Today and everyday, notice the powerful expert language in your reading and make it your own! | **(Workshop Time)**   * What will students go off and do to apply the teaching? * Will students select what strategy or * teaching they want to apply (self determination)? | * How will you know what strategy or teaching students are applying? * What will you record during the conferencing? * Which students will you conference with today? |
|  | **5. Closing (at the share)**  RW share |  |  |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?